DOCUMENT RESUME

ED 420 635 SP 037 995

AUTHOR	Ellsworth, Elizabeth
TITLE	Teaching Positions: Difference, Pedagogy, and the Power of Address.
ISBN	ISBN-0-8077-3668-6
PUB DATE	1997-00-00
NOTE	203p.
AVAILABLE FROM	Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027.
PUB TYPE	Books (010)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	*Dialogs (Language); Elementary Secondary Education; *Film Study; Higher Education; *Instructional Films; Interpersonal Communication; *Paradox; Teacher Student Relationship; Teachers; *Teaching (Occupation)
IDENTIFIERS	Analytic Approach

ABSTRACT

This collection of essays takes the question of pedagogy into a variety of places, including film studies, psychoanalytic literature criticism, dialog, and readings of educational documentary films and web sites. Part 1, "Teaching as a Scene of Address," includes chapters 1-6. The chapters introduce the concept of mode of address and where it comes from in media studies, use mode of address to rethink pedagogy, and discuss the notion that teaching is impossible if an exact fit between message and understanding, conscious and unconscious, curriculum and interpretation is impossible. They also use mode of address to destabilize the assumptions underlying communicative dialog, explore the possibilities and promise of a student-teacher relation that is different from communicative dialog (analytic dialog), and offer a concrete example of a pedagogy based on analytic dialog. Part 2, "Teaching through Paradoxical Modes of Address," includes chapters 7-11. These chapters demonstrate that the paradoxes of teaching do not have to leave teachers in political paralysis, moral and ethical relativism, or personal despair. The chapters present five paradoxes: teaching as the taking of action without a positive reference; the paradox of power and authority in teaching; teaching as a performance suspended in the space between self and other; teaching as performance suspended in time (interactive pedagogy in new media); and pedagogy as a performance suspended in thought (the power of a magical realist address in academic writing). (SM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****